



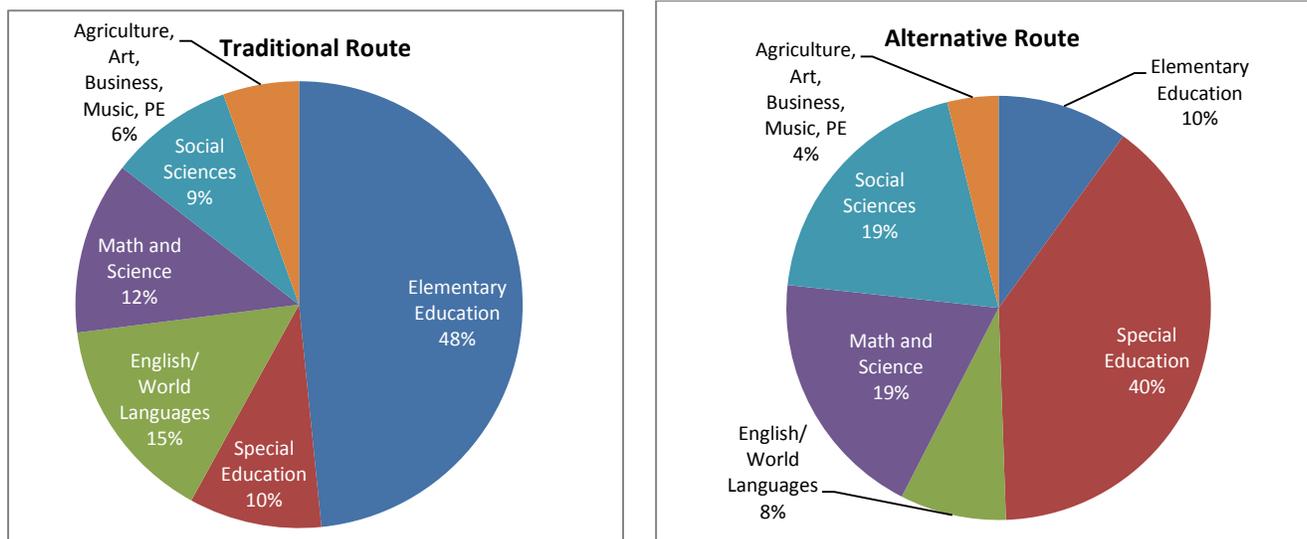
Program Completers by Subject Matter Areas and Preparation Route, 2012-2013

In academic year 2012-2013, about 11,000 program completers completed the requirements for obtaining initial teaching credentials. About 9,500 program completers came through the Traditional route and 1,500 came through the Alternative route (University Intern or District intern programs). In other words, in 2012-13, a vast majority (86 percent) of the program completers came through the Traditional route. An analysis of program completers by their subject matter areas yielded interesting findings.

For the Traditional route, nearly half were in elementary education followed by one-tenth in special education. English and World Languages together accounted for 15 percent; Mathematics and Science for 12 percent; and Social Sciences for 9 percent. Low incidence credential areas such as Agriculture, Art, Business, Music, and Physical Education (PE) together accounted for the remaining 6 percent.

For the Alternative route, one-tenth was in elementary education while two-fifths (40 percent) were in special education. English and World Languages accounted for 8 percent and Mathematics and Science for 19 percent. Social Sciences accounted for 19 percent and the remaining 4 percent was in low incidence areas such as Agriculture, Art, Business, Music and PE.

Program Completers by Subject Matter Areas, 2012-2013



Note: Foundational level Math is included with Math; Biology, Chemistry, Geosciences, Physics, Foundational Level General Science are included with Science.

The distribution of program completers by subject matter areas differed by route. Though nearly half the program completers were in elementary and special education for both routes, the proportions were almost reversed. For the Traditional route, elementary education was 48 percent and special education was 10 percent, whereas for the Alternative route it was 10 percent for elementary education and 40 percent for special education. For the Traditional route, the proportion of English and World Languages was 7 percentage points higher than the Alternative route. For the Alternative route, program completers in Math and Science were 7 percentage points higher and in Social Sciences 10 percentage points higher than the Traditional route.

Source: Annual Report Card on California Teacher Preparation Programs for the Academic Year 2012-2013.

CTC Statistic of the Month for November 2014